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Information related to the implementation of the Miami Linguistic Reading Program for Spanish-speaking and American Indian children in 6 New Mexico school systems is presented. School systems utilizing and reporting on the program are: (1) the West Las Vegas School System; (2) Anton Chico Elementary School in Santa Rosa; (3) Pojoaque Valley Schools; (4) River View Elementary School in Alburquerque; (5) Washington Elementary School in Las Cruces; and (6) Navajo Elementary School in the Gallup-McKinley School System. Topics discussed in relation to each program include program objectives (such as complete mastery of English as a second language), innovations developed, pupil and visitor reactions, and program evaluation. (EV)

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MIAMI LINGUISTIC READING IN NEW MEXICO

1965-1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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WESTERN STATES SMALL SCHOOLS PROJECT FOR NEW MEXICO

REPORT OF

THE MIAMI LINGUISTIC READING PROGRAM

1965-1968

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Western States Small Schools Project for New Mexico
State Department of Education
Santa Fe, New Mexico

August 1968

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INTRODUCTION

The Miami Linguistic Reading Program speaks well for itself. The records reveal a spread of practice far beyond our expectation. The content has proven to be of great interest to the children. They have developd aural-oral control, and the writing experiences have reinforced listening, speaking, and reading. All in all, we feel that the program has been very successful. The teachers in the project schools have welcomed visitors, they have kept records, reported findings, and participated in workshop activities willingly without remuneration. They have also created many supportive materials which have strengthened the program.

Dr. Mildred K. Fitzpatrick, Director of Title I, ESEA, has encouraged teachers to use the program, and she has approved Title I, ESEA, funds for Miami Linguistic Reading materials. Mr. Henry Pascual, Specialist in Modern Foreign Languages, discovered the program in Miami, Florida, and he introduced the program to New Mexico teachers. Throughout the project, he has been a consultant to the program. He deserves a great deal of credit for its success.

No one would say that this linguistic approach to the beginning reading of the bilingual child solves all of our problems; however, it is the best program we have discovered so far, and we are delighted with our results.

(Mrs.) Ellen Hartnett Digneo
Director
Western States Small Schools Project
for New Mexico

West Las Vegas School System

The Miami Linguistic Reading Program made its debut in Las Vegas, New Mexico, in the fall of 1964 when five schools in New Mexico were chosen as pilot schools to field test the materials developed in Miami, Florida, for aiding the Cuban children entering the Florida schools in adapting to the language of the schools in this country. These schools received their materials directly from Miami, Florida, through the Ford Foundation and the Western States Small Schools Project.

This particular reading program was chosen as an innovative program in language learning when Mr. Henry Pascual, Specialist in Modern Foreign Languages, State Department of Education, saw the program in use with the Cuban children and visualized its implications for upgrading the language skills for the Spanish-speaking children of New Mexico.

West Las Vegas was selected as one of the pilot schools for this project. After observing in the pilot classroom and seeing the apparent outcomes of this four-fold language program, school administrators in the West Las Vegas Schools decided to expand this program to an additional classroom in the fall of 1965. A sincere desire to upgrade the language skills in the primary grades prompted the West Las Vegas School district to allocate its Title I money in January, 1966, for a more systematic approach to language learning. At this time, it was decided to retain the two teachers with experience in the linguistic program as consultants for the purpose of implementing the program in the eight additional classrooms. These teachers demonstrated the language techniques, prepared lesson plans and materials, and aided the regular teacher until she felt comfortable in this new series.

The following year, 1966-67, saw nineteen primary classrooms using the program. The two consultants were utilized in providing help for the regular classroom teachers. Their salaries and the materials needed for the development of this program were provided for by Title I money. With the addition of more classrooms, the role of the consultants was somewhat modified to include more in-service training for teachers while giving more direct help to the new teachers in the program.

The consultants have also been used to plan the summer instructional program which is remedial in nature. Here again, the Miami Linguistic Readers have been used as the base for this program. The consultants have also provided in-service training sessions for the Headstart, using the aural-oral approach to language learning and utilizing fully the Introductory Unit of the Miami readers.

This year, 1967-68, there are thirty classrooms in our district involved in this program, serving approximately 840 children. This includes the beginning school children at the Villanueva Parochial School. We now have all the rural school primary children involved. This is significant because in many cases due to isolation, these children, coming from an almost exclusive Spanish-speaking environment, are in greater need of help in mastering their new language than students within the town limits.

Objectives

The objectives of this program in terms of our school population, which is 95% Spanish-speaking, is a complete mastery of the English language using correct pronunciation, word order, and grammatical structure. For many of these children, their only experience in speaking English is within the confines of the classroom; therefore, you must capitalize on this to the fullest extent.

Innovations

Many new and creative ideas have generated from the use of the Miami Linguistic materials. The materials themselves seem to generate more and more new ideas. The teaching aids suggested in the manual have given rise to others and creativity in both pupils and teachers has unfolded. One of the most gratifying aspects of this program is to walk into various classrooms and see the many adaptations of the same basic program.

Specifically, one innovation in our district has been the development of a writing booklet using the same techniques of modeling, where the child sees the letters as they should be,

imitation; where the child follows dotted lines to write the letter, and conscious choice; where the child writes the letters himself. This was developed because it was felt the manual did not provide enough practice for the development of writing in a sequential manner. Many self-teaching games and devices for drill have been worked out by various teachers, displayed at in-service training sessions, and have been adapted for widespread use. Puppets and equipment for dramatization have flourished in many imaginative ways. Many new ideas for fold-over cards, pictures for oral practice on minimal pairs and teacher-made tests are but a few of the many new additions to the basic program. More seatwork has been developed where it was felt that certain skills needed more emphasis. New songs have been added especially where the songs do not accompany the readers at the second year level. The use of audio-visual equipment in the development of this program has been explored and found to be a definite attention-getter and extremely profitable. Visitors to our program have asked if the extra material is available commercially.

Problems of Children

Phonological problems have not been completely eradicated with a small number of children in spite of the fact that these children have been using the program for a year or more. It is extremely difficult for them to hear the difference in "Ch"-"Sh" sounds and still more difficult for them to produce the correct sounds. Here technology in the use of the tape recorder for immediate reinforcement is sometimes helpful, but often children can produce the correct sound while working with them individually, but upon their return to the group they revert to their old pronunciation.

Improvements in Speech Patterns

The linguistic approach has improved the students' speech patterns, most pronounced in the area of asking and answering questions using correct word order and intonation. Children are able to ask questions without using extra words, such as, "Is that is a hat?" Much improvement has been noticed in the production of *Ch* and *Sh* and the long and short *i*'s and the short *u* sound. This is especially evident when receiving children from places where this training has not been given. When visitors observe, they have commented on the good production of English sounds.

Comprehension. New and unfamiliar concepts are never presented to the children as reading material, because before the child begins the decoding process of reading, he has fully understood the meaning of the vocabulary he will read. This is done skillfully within the materials, through repetition of the model using a visual clue and through dramatizations with total pupil involvement. Words with dual meanings are fully explained.

Pupils dramatizing The Magic Bean presented over Radio Station KFUN

Evaluation

Of utmost importance in evaluating the Miami Linguistic Readers in our school system is the abolishment of the pre-first grade. Previously 6-year-old children entering the West Las Vegas School District spent one year in a pre-first grade supposedly to learn enough English language to begin a reading program. With the method of presentation of the reading material in the Miami Linguistic Readers, the children comprehend the meaning of what they will read by first seeing and talking about pictures, then dramatizing the situation so that there is complete understanding before the decoding process of gaining meaning from the printed symbols. Reading in small, sequential steps is begun during the first or second week of school. The materials are presented in levels, so that the children are able to progress at their own rate of speed. Thus when slow children fail to meet all the so-called requirements of a given grade, they will still be promoted to the next level at the end of the school year. This has paved the way for ungrading our lower elementary grades.

Since the time when the West Las Vegas Schools began using the materials on a large scale, the pilot class and three other classes have completed the 21 book-reading series and have progressed very well in the Houghton Mifflin Reading Series. Three other classes completed the se-

ries in a little over two years. The systematic presentation of skills they have been exposed to has prepared them to handle not only basic readers but library reading successfully.

A considerable amount of progress has been noted in the West Las Vegas School System through the use of the Miami Linguistic Readers' leveled program as follows:

I. Oral Expression

A. The children understand and use correctly the English words they need to express their thoughts.

B. The children have learned to speak clearly and distinctly before a group.

C. The children understand verbal explanations and follow verbal instructions well.

D. Children talk freely about their own experiences, giving a fairly concise and sequential report of something they know and have seen.

E. The children have learned to enunciate clearly and pronounce correctly the words they use.

F. Children have progressed according to their ability to retell and dramatize stories.

G. The children show a growing consciousness of correct forms of speech.

H. It has increased the child's ability to learn.

I. Children recognize questions as such and answer a question directly and relevantly.

II. Written Expression

A. Writing has reinforced reading.

B. The children have developed a desire to print easily and fluently.

C. Opportunities for written work have stimulated interest in correct spelling.

D. The children appreciated, as an individual accomplishment, the ability to write well.

Evaluation of the pupils' overall progress in acquiring the following reading skills:

Recognizing and responding to structure forms and patterns — Excellent.

Recognizing and responding to sight words — Excellent.

Recognizing and responding to printing conventions (punctuation, etc.) — Excellent.

Recognizing and responding to word groups — Good.

Using analysis of spelling patterns as a clue to the reading of new words — Excellent.

Identifying important events in the narrative — Good.

Drawing conclusions — Excellent.

Skimming — Satisfactory.

Using pictures as clues to the personality of a character and to the interpretation of events in the story — Excellent.

Associating personal experience with content in the story — Excellent.

Identifying cause-effect relationships — Good.

Anticipating events — Excellent.

Summarizing events — Excellent.

Organizing events — Good.

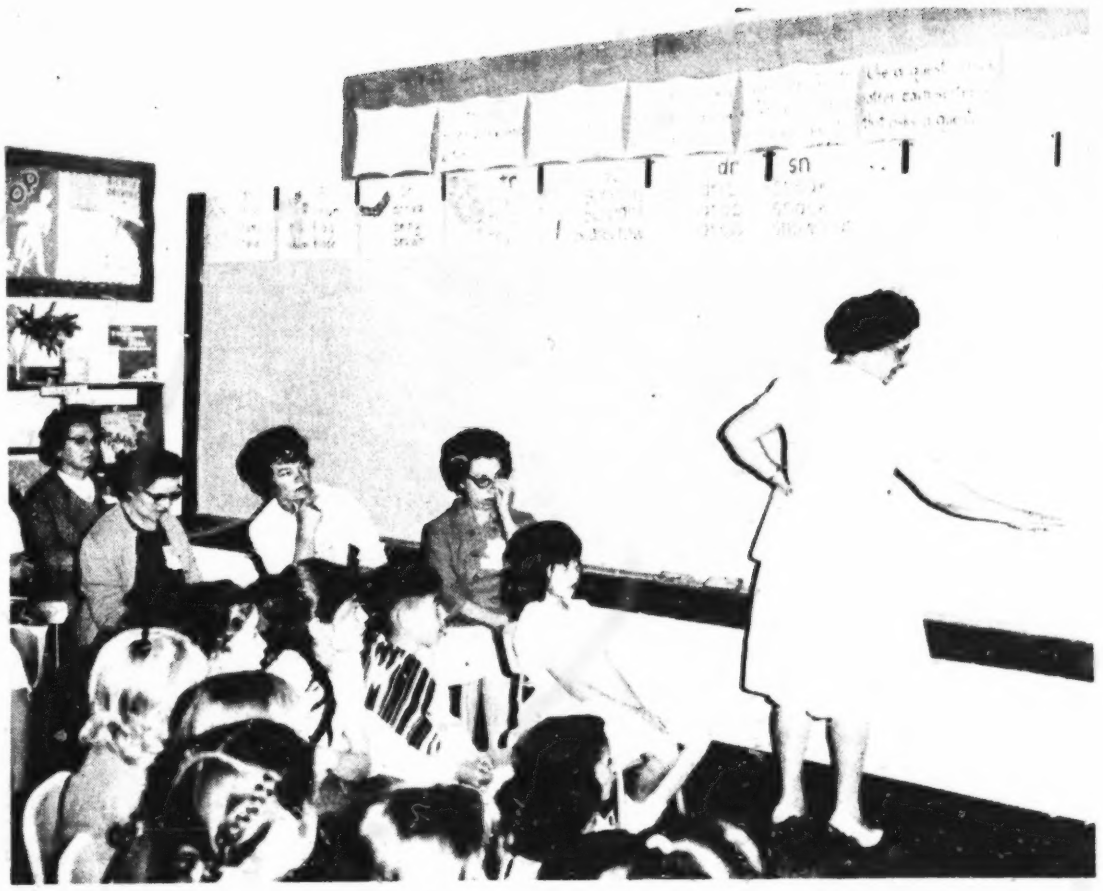
Identifying motives for action of characters in the story — Excellent.

Recalling events — Excellent.

Identifying episodes in a story — Good.

Identifying the setting, the characters and plot as the basic elements in a story — Good.

Linguistic techniques in action — teacher models while children listen



Visitors viewing a demonstration of the Miami Linguistic Program
Teacher — Mrs. Griego

Mrs. Digneo presiding over workshop in West Las Vegas, May 2, 1966

Observing or recalling details for the purpose of comparing and contrasting — Good.

Discovering implied meanings in words, phrases and sentences — Excellent.

Using reference tools; using context clues — Good.

Identifying new meanings of familiar forms — Good.

Finding details to prove a point — Excellent.

Pupils' Reaction:

Complete involvement of all the children in the class is one of the key factors of this program. Previously, many children who were shy and reticent were willing to let the more outgoing children participate in oral discussions. By using whole group involvement and small group involvement, each child is given plenty of practice on a sentence pattern before he attempts the sentence by himself. Children are involved in dramatizations which not only help to spark the reading lesson, but they also provide the necessary reinforcement to the development of concepts which they will later read about. Everyone is eager to participate in the dramatizations.

Children will eagerly report that they are finishing Tug Duck and will start on the Sack Hut, as they finish one book and prepare to begin another. They can hardly wait to finish one book so that they can get into another and see what new characters and experiences await them.

Radio programs have been prepared for presentation over the local station KFUN. These programs have not only brought pride to the students involved in them, but they have served as a means of informing the public on the reading program in use in the schools.

Visitors

Our program has been visited constantly by educators from many of the school districts in New Mexico, and by many out-of-state visitors from as far away as California, to our adjacent states of Colorado, Texas, and Arizona. Over a three-year period, perhaps 100 visitors have viewed our program, not including those who attended our workshop.

Reaction of Visitors. Many of the visitors have written letters of praise of our program. However, of greater importance is the fact that many of the educators who have visited us have initiated the program in their own schools. The Questa Public Schools, various schools in Santa Fe, Anton Chico, Taos, East Las Vegas, and Pojoaque elementary schools are but a few of the schools who have later initiated the program. Many times our school system has hosted visitors from schools who are initiating the new program and seek help in implementing it. Our consultants have been utilized by some of these schools to provide training for their teachers.

Visitors from three states observe the New Mexico Miami Linguistic Reading Program. Left to right: Ray Felger, El Paso, Texas; Mrs. Marie Barker, El Paso, Texas; Paul Bell, Miami, Florida; Flo Reed, Nevada Reading Specialist; Ellen Hartnett Digneo, New Mexico WSSSP Director; and Henry Pascual, Specialist in Modern Foreign Languages

Featured speaker Mr. Paul Bell Workshop held in Las Vegas, May 2, 1966

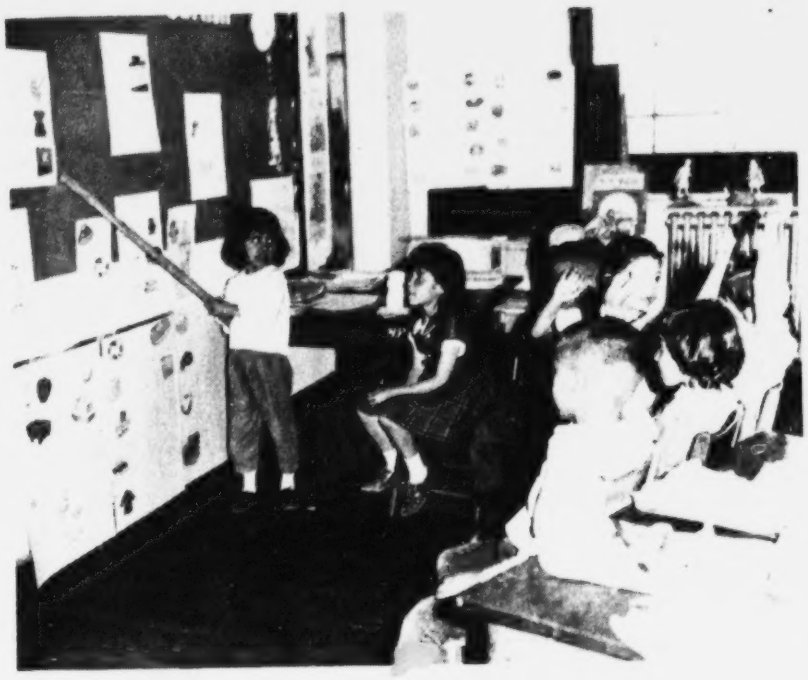
Workshops

The West Las Vegas Schools hosted one of the several workshops involving teachers of the Miami Linguistic Readers and other interested educators throughout the Southwest. There were 200 educators in attendance at this particular workshop. Mr. Paul Bell of the production staff of the Miami Readers was the main speaker. Also featured were classroom demonstrations by Mela Leger, Gavina Griego, and other local teachers.

Evaluation of Workshops. The workshops planned by Mrs. Digneo and her staff for the past three years have been well planned and most worthwhile. Classroom demonstrations have proved invaluable in providing for in-service training of teachers who are working on a new basal reading program. The places selected for these workshops have been extremely well chosen for they have presented a variety of different composition of groups ranging from classrooms where the entire classroom population was completely non-English speaking when entering school, to a complete Indian population and classrooms with mixed ethnic groups possessing varying degrees of English language proficiency. Teachers have come back from these workshops with greater confidence in themselves after seeing that other teachers are utilizing the same techniques they have been using, but perhaps with a slightly different twist, so that in turn leads to more experimentation.

Dramatization is important

Chart exercises reinforce reading



It's fun to be the teacher

Teachers come to visit the West Las Vegas Miami Linguistic Reading Program

Anton Chico Elementary School

by
Rita Marquez and Lydia Ordonez

Introduction

This year, 1968, culminates three years of experimentation with the Miami Linguistic Reading Program for 30 youngsters and their teacher in Anton Chico.

This program was first introduced in the fall of 1965 to the first grade class of 1965 at Anton Chico Elementary School. All the children participating in the program live in and around Anton Chico. Anton Chico is located in Guadalupe County and is one of the elementary schools in the Santa Rosa Consolidated Schools District.

The children in this community are 98 per cent Spanish-speaking and hear very little, if any, English at home. These children have to learn English as a second language and encounter the same difficulties, pitfalls, discouragements and repeated failures as do other children in Northern New Mexico who have to learn to speak English as a second language. The children who participated in this program were extremely fortunate to have as their teacher, Mrs. Rita Marquez, who is a native of Anton Chico. Because of her dedication, interest, insight, and empathy, the Miami Linguistic Reading Program at Anton Chico has been extremely successful. Mrs. Marquez began the program in 1965 with a group of 30 youngsters entering school for the first time. She followed her group for three years and through all the levels of the Miami Linguistic Readers.

Test results, both achievement and diagnostic, have shown a very strong third grade class wherein *every* child is reading at grade level or beyond. The most significant aspect is that every child is succeeding in all curriculum areas as well as participation in oral and written communication skills.

Visitors from both New Mexico Highlands University and the University of New Mexico have commented on the achievement of the *entire* class. The teacher, Mrs. Rita Marquez, has become most effective; and her methods, techniques, and skills as a teacher have certainly been influenced by her participation in the Miami Linguistic Reading Program.

In retrospect, we feel that these have been three very rewarding years for the youngsters who participated in the program. They were years of hard work and learning which required much patience and determination. However, as in other successful innovative programs, this has been possible only because of teamwork and excellent guidance. The leadership, guidance, and encouragement which the Director for the New Mexico Western States Small Schools Project, Mrs. Ellen Hartnett Digneo, has given us through these three years certainly is commendable. Without her efforts, encouragement, and guidance, we feel this project could not have been so successful.

Mr. Henry Pascual, Specialist in Modern Foreign Languages, State Department of Education, worked closely with Mrs. Digneo, the teacher involved, and the administrative personnel; and he, too, contributed greatly in making the program more effective and far-reaching. We certainly need to express our appreciation to these two individuals and, of course, to the Ford Foundation for making the program available to our children and for training and directing the teaching and administrative personnel involved.

If we are to single out an outstanding evidence of the success of the program in Anton Chico, we would state the fact that *all* 30 youngsters are reading at grade level and beyond, (which is not the case in the other third grade classes) and that *all* 30 youngsters are strong in *all* disciplines of the curriculum. These are truly evidences of the success of the program.

The area wherein we encountered most difficulty is that for the success of the program, we need to have a good speech model.

Objectives

The primary objectives of the Miami Linguistic Reading Program at Anton Chico Elementary School are:

1. To develop the use of oral English language effectively.
2. To help the child to use the natural forms of speech.
3. To provide an opportunity for children to express themselves about experiences of real interest to them, using complete sentences every time.
4. To stimulate the children's desire to learn to read.
5. To develop visual skills to reinforce their oral and reading skills.
6. To help the child to be able to differentiate between the significant differences in phonemes to build a unit of grammatical form.

7. To develop good intonation pattern to help them analyze English sentence melody in terms of sequences in relative pitch. (ex. — Is it a telling sentence, asking sentence, command, etc.)
8. To help them to learn to spell in given patterns rather than in terms of individual letter-sound correspondence.
9. To increase the ability to follow patterns in consistency to build up the writing of sentences and a good concept of grammar.
10. Through the use of writing — listening, speaking, and reading will be reinforced.

Innovations

The speech flaws our children make in the use of the English language are tackled right at the beginning, especially the short vowel sound in words which are most troublesome for our Spanish-speaking child.

The whole series presented in one package — reading, oral language, spelling, writing, and English.

Problems (of children)

At the beginning of the program, the problems we noticed right away were the sounding of the short *i* vowel — like *seat* for *sit, leave* for *live*, etc., also *eschool* for *school.* The digraph *sh* for *ch, shop* for *chop, ship* for *chip, shair* for *chair,* etc.; the *sh* in ending, *fitch* for *fish, ditch* for *dish, finich* for *finish.*

All these phonology problems are corrected by following the teacher's manual which gives exellent drills early in the program. The development of correctness in speech is done as a teacher notices difficulty in phonology and syntax by modeling well for the children and guiding them into imitation.

Highlights of the Miami Linguistic Reading Program

The materials are designed to suit the natural forms of children's speech. They are also organized in sequence which provides the pupils with systematic practice of language.

The speech patterns give the child a feeling of security in reading, oral language activities, spelling, and English usage. It helps the child to read orally with normal speech rhythm and intonation.

The first big book provides plenty of oral structured language activities and equips the child to master the reading problems which need special attention as soon as he is ready to start reading.

The seatwork booklets provide enough reinforcement of the speech patterns; therefore, graduating the concepts in the overall program.

Every level of the series lends itself to role playing, and the children love to do it.

The transition of this program to the basal text is easy because they can read at that level.

Comprehension

Their comprehension is very good. All throughout the program, the pupils practice listening to and speaking the content to be read before they read it. The reading activities tend to help the pupils reinforce concepts and establish meaning; therefore, making it easier for pupils to understand the stories written in language which reflects the natural forms of children's speech.

One thing we have noticed about this group that participated in the Miami Linguistic Reading Program, is that they love books. They read every book they could get hold of, and that is a sign of excellent comprehension.

Evaluation

We have given the Metropolitan Achievement Tests, also several Basic Reading Tests. It is amazing to see how they rated so close to each other with the exception of three pupils who were new to the program this year; they rated much lower.

More than half the class rated above average in reading, spelling, and language. Twenty-four of 30 rated 1.1 to 2.4 over their grade level in spelling. Five rated up to their grade level and two rated below. This same pattern applies to language.

The children at Anton Chico love the program. The Houghton-Mifflin Basal Text was used in our system after completing the Miami Linguistic Readers; however, they always found time to read the Miami Linguistic Readers for enjoyment in their spare time.

Anton Chico had many visitors during the three-year period. Most of the parents visited our room. Besides the parents, we had several visitors from the neighboring universities. They all left us with a word of praise, and all were much impressed with the reaction and accomplishments shown by the children.

Mrs. Marquez attended the following Linguistic Reading workshops sponsored by the Western States Small Schools Project:

Writing is an important part of the Miami Linguistic Reading Program

River View Elementary School Albuquerque	October	1965
Washington Elementary School Las Cruces	January	1966
West Las Vegas Schools Las Vegas	May	1966
Special Session on MLR during Teachers Convention Albuquerque	October	1966
Pojoaque Elementary School	December	1966
Santa Fe	March	1967
NM WSSSP Summer Conference (1967) Santa Fe	August	1967
Navajo Elementary School Navajo	September	1967
NM WSSSP Summer Conference (1968) Albuquerque	June	1968

All the workshops were excellent. We always learned something new and applied it to our teaching.

Pojoaque Valley Schools

Introduction

As a result of dissatisfaction with the traditional approaches to reading and the negative acceptance by the teachers of other reading programs which were being tried in other areas, the Director of the Western States Small Schools Project, Mrs. Ellen Hartnett Digneo, and Mr. Henry Pascual, Specialist in Modern Foreign Languages with the State Department of Education, were brought in for consultation by the administration of the Pojoaque schools.

The faculty hoped that the introduction of a new and different reading program would stimulate renewed interest in the teaching of reading for the teacher, provide a program in which teachers would have the opportunity to innovate their own ideas within a well-structured program, and would allow them to handle problems peculiar to their own systems; and as a consequence, the end result would produce better readers than ever before at the primary level.

The Western States Small Schools Project was sponsoring several pilot programs in the state, introducing the Miami Linguistic Approach, which was developed and was being used effectively in the teaching of the English Language Arts to children of emigres from the Island of Cuba in the Miami School System in the State of Florida.

Arrangements were made for visitation of the West Ias Vegas program under Mrs. Gavina Griego. Three teachers, the principal, and the superintendent composed the visiting team. As a result of the visit, one teacher was enthusiastic about the potential of the program, while the other two teachers were somewhat skeptical.

A request was subsequently made to the Western States Small Schools Project, a Ford Foundation project, for a pilot program at Pojoaque under the direction of Mrs. Evelyn Bennett, first grade teacher. The pilot program was approved for the school year, 1965-66.

During the year, the administration, with the cooperation of the State Director of Western States Small Schools Project, arranged for visitation by the primary teachers in the system to projects at River View Elementary School, Albuquerque; Washington Elementary School, Las Cruces; and Navajo Elementary School in McKinley County to further observe and criticize the

program. In-service training sessions were presented by Mr. Pascual and by other professional personnel engaged in the Miami Linguistic Reading Program.

After the first year of operation and after comparative evaluation by teacher observations and testing, the program was expanded to all primary grades in the Pojoaque system.

Through the aid of Title I, ESEA, monies, paraprofessionals were engaged as aides for each teacher involved in the Miami Linguistic Reading Program. The aides, under the direction of the certified teacher, were used in supplementary areas, such as audio-visual, drill, and other non-instructional areas.

Objectives of the Program

The objectives of the program were as follows:

1. To stimulate a new and inquiring interest in the teaching of reading.
2. To institute a program in which teachers would be able to innovate their own ideas in a well-structured program.
3. To handle problems peculiar to our system.
4. To produce better readers through participation, self-confidence, self-expression, and self-discipline.

Innovations

1. Use of drama was considered the most important innovation because through this medium:
   (a) The child developed sensitivity of interpretation which is the greater part of conprehension.
   (b) The child gained self-confidence before an audience.
   (c) The child's ability to express himself was increased.
2. Use of audio-visual materials:
   (a) Self use of audiotronic equipment such as earphones, record players, tape recorders, etc.
   (b) The child learned to listen and follow instructions on an individual basis.
   (c) Reading speed was increased through self instruction by the use of earphones.
   (d) The curiosity of the child was stimulated through the use of this equipment.
   (e) High level of performance was maintained and continued through this medium.
3. Three dimensional outsized characters from actual stories of Miami program allowed for:

Conference demonstrator explains finger plays

   (a) Acceptance of these characters as true life.
   (b) Allowed for active participation by children and to project their own interpretation of characters in the plot of the story.

Problems of Children Engaged in the Program

1. The Pojoaque children due to bilingual heritage have problems with English sounds of *i* and *e* and with *ch* sound.
2. Many are shy and reluctant to speak in English until much after school starts and often as late as Christmas.
3. Children have problems with the *ch* and *sh* sounds.
4. English-speaking children from substandard socio-economic backgrounds lacked ability for correct sentence structure.

Highlights of the Miami Linguistic Reading Program

Some of the highlights of this program include the earlier interests and attempts to communicate.

1. There has been a noticeable improvement in spelling.

Conference groups at Pojoaque Conference discuss the Miami Linguistic Reading Program

2. The speech patterns introduced by the program seem to make word attack much easier.
3. Comprehension has improved due to the design of the program in which vocabulary, at any given level, is used for reading, writing, and spelling.
4. Interesting manner in which repetition was presented did not allow for boredom.
5. Development of enthusiasm instilled in the child resulted in instantaneous response.
6. Comprehension was obvious by the interpretation that the children were able to demonstrate.

Evaluation

1. The usual yearly California Achievement Test.
2. Dolch Reading Test.
3. Gates Diagnostic Spelling Test.
4. Teacher Tests:
   (a) Time Test
   (b) Spelling—second grade children rated as high as eighth grade in ability to sound out and spell correctly.
   (c) Comprehension Tests — Children have rated high in comprehension.
5. The children maintained a high level of enthusiasm throughout the entire program.

Puppets help the children in expression

6. The children as a whole have been delighted with the clever stories provided by the Miami Series and by the end of the program have checked for the library books, biographies, designed for upper elementary school.

Visitors

An estimated 420 people visited our program in this three-year period. These included anthropologists, economists, social workers, teachers, and people from out-of-state. The reaction from our visitors always includes the element of amazement. It was fascinating to see first and second graders punctuating quotation sentences or defining a compound sentence.

Pojoaque children are used to visitors

Workshops

1. The workshops attended were of great value as in any exchange of thought. These workshops were always well planned and executed, and much valuable information was obtained by the teachers and carried back to their respective school systems.
2. The New Mexico schools visited were: River View, Albuquerque; West Las Vegas, Las Vegas; Washington, Las Cruces; and Navajo. The teachers also attended the Teachers Convention Workshop in Albuquerque.
3. A workshop was conducted on site where visitors from Las Vegas, Las Cruces, Navajo, Albuquerque, and the State Department of Education as well as local citizens were present. This allowed the local teachers to perform and to feel proud of their accomplishments for the people who had taught them the fundamentals of the program.

Conclusion

It is our general feeling that the Miami Linguistic Reading Program has instilled a vital intent of initiative and innovation by the teaching personnel in the reading program. The program has now expanded to all primary classes in the system, and it is supported by the regular school budget. It can safely be stated that the good points of the program far outdo the few criticisms that can be given.

River View Elementary School

by
Mary Jane Quintana

Introduction

River View Elementary School is located in Southwest Albuquerque. It is bound by Bridge Street on the North, the disposal plant on the South, the railroad tracks on the East, and the river on the West. It is populated by children who are almost 100 per cent Spanish-speaking.

The Miami Linguistic Reading Program has been in progress at River View Elementary School since the fall of 1964. Under the urging of Henry Pascual, Specialist in Modern Foreign Languages, State Department of Education, in the spring of 1964, it was agreed to field test the beginning reading materials the following school year. I accompanied a group of people from New Mexico for a week's workshop in Miami, Florida, under the direction of Dr. Pauline Rojas and the people involved in writing the program. With the successful completion of the first year of field testing, I continued with the same group of children into the field testing of the second year materials.

Objectives

The program objectives include teaching beginning reading to children who are non-native speakers of English and who are economically deprived. Certainly, River View meets that criteria. Many children come to River View with little or no knowledge of English. The English that they speak is non-standard English with many of the Spanish sounds, intonation, and other Spanish overlay.

Innovations

Many of the successful techniques that are used in teaching reading by the more traditional programs are incorporated into the program. But the program is linguistically oriented and has a controlled vocabulary, systematic and sequentially presented. The child is not over-burdened at the beginning when he is working not only on the language but the reading skills. The learning that takes place is transferable to the next step of the learning process. The child does not have to start anew with every step.

Problems

Those sounds that are most difficult for the Spanish speaker are the biggest problem. But this is the one program that really does attack and help with this problem. Those difficult sounds are presented first and one sound at a time so that the child is able to hear and produce the sound and, in most cases, completely master that sound before he is taken to the next one. What is learned is not forgotten, but is constantly reinforced as the child moves into other materials.

Highlights

Language is built into the program. Everything that the child will be asked to read is first practiced orally until the child has achieved success with it. Concepts are not neglected; they are developed so that the child

has a complete comprehension and oral mastery of the materials before he is instructed in the reading of the contents. The materials lend themselves to dramatizations, role playing, and other forms of practice for oral control of speech patterns, pitch, stress, English intonation, and the natural flow of standard English speech. The songs that are a part of the program are also a great aid in helping the child gain control of the language.

Evaluation

Extensive testing of the group in second grade was done to compare them with a similar second grade group in another school in the Albuquerque school system. The scores were also compared with the scores of a second grade group in the same school. The tests revealed a significant difference in word, sentence, paragraph reading, and in phonetic skills favorable to the Miami group. The tests administered were the Lorge Thorndike, Gates Reading, and McKee Inventory of Phonetic Skills. SRA Achievement Tests were administered in the third grade, and the Miami group again showed a higher grade placement Mean than the other third grade group in the same school. In the third grade, the children showed a span from a low of 1.6 grade placement to a high of 7.0 with a Mean of 3.3.

The third and fourth grade teachers commented that all Miami Reading groups were above traditional reading groups and that the slower moving children were reading and comprehending at a higher level.

The children's reaction to the program is especially gratifying. They are self-motivated by the interesting materials and are anxious and excited to move on to the next level.

Visitors

We had a continuous stream of visitors throughout the three years. Talks on the objectives, methods, and materials, as well as talks pertaining to the progress the children have made, were given throughout the three years. Demonstrations were given for teachers, graduate students, student teachers, visiting dignitaries sent to us, and other people interested in teaching the Spanish and Indian speakers. The visitors' reaction has been very favorable to the program, the obvious achievement, and high interest of the children in the program. The estimate of the number of visitors since the program began is upward of 500. The visitors have included people from Africa, Guatamala, Turkey, Costa Rica, Ecuador, and New Zealand. States represented were Nevada, Arizona, Colorado, Texas, California, and Florida. There were also visitors from the New Mexico State Department of Education and the U. S. Office of Education, Washington, D. C. Many interested people from throughout New Mexico also visited the Miami Program.

Workshops

Workshops of the Western States Small Schools Project in New Mexico have been stimulating, interesting, and rewarding. They have all been enjoyable, the formal structured ones, as well as the earlier more informal ones. Teachers have profited from talking to other teachers teaching the program, in some cases, observing demonstration classes and just exchanging ideas.

Continuation of the Program

From the modest beginning of two classrooms at River View, the program has spread so that now all the primary grades at River View are using it as a basal program. Mrs. Quintana is supervising the program at Coronado Elementary School where Mrs. Merledean Enax is working with first grade and Mrs. Juanita Lujan is working with the second grade. The program at Eugene Field where Mrs. Carla Brewster is working with the first grade and Mrs. Helen Feinsod is working with the second grade, and is also supervised by Mrs. Quintana. Other schools in Albuquerque that have expressed interest in teaching the program are Sandoval Elementary, Lew Wallace Elementary, and Lavaland Elementary. Besides Mrs. Quintana's work in Albuquerque, she has conducted workshops for teachers throughout New Mexico.

Comments from River View Teachers

Rosemarie Zellers — 1st grade

"The most difficult sound for most children was the vowel sound u *substituting* Tog *for* Tug, dock *for* duck, bog *for* bug, *etc. After much practice, most of the children were aware of the correct pronunciation. I am now using the same language approach in other subjects such as arithmetic and social studies. The workshop in Santa Fe under Mr. Paul Bell was most informative; and not only was it informative, but it was also interesting. Although I had been teaching the program, I found that the workshop gave me additional information. A workshop such as this is a must for those teaching or planning to teach the Miami Linguistic Reading Program."*

Isabel Shaff — 1st grade

"After many years of teaching reading in a traditional way, I found the Miami difficult to teach. Now my top group is at level 4, and I find it easier to teach. I have felt insecure in teaching the program. At the beginning, I felt the children would not learn to read. I now find it easier and more interesting."

Delia Moya — 2nd grade

"The children are so interested they can hardly wait to begin the next level. I have become more convinced that there is no better approach to reading than the language approach."

Sarah Robinson — 2nd grade

"After working with this program for the past few months, I have found it to be superior in many ways to other programs with which I have had experience during my teaching career. The response, the motivation, and the desire for expression are most rewarding. I am delighted with the wonderful reading progress shown by the majority of the second graders."

Barbara Chavez — 3rd grade

"From the Miami Linguistic Reading Program, I learned that children should be taught the oral language first in order that they can express themselves. I learned that emphasized additional systematic language practice reinforces correct language forms and concepts. Once the language is learned, writing experiences reinforce the listening, speaking, and reading."

Gertrude Gutierrez — 4th grade

"I have found that children who use the Miami Linguistic Readers are at least one level higher in reading than previous groups. Children look forward to the reading class."

Children at the listening table

Children in reading circle

Washington Elementary School, Las Cruces, New Mexico

The Las Cruces Schools participated in the Miami Linguistic Reading Program from the time of its inception through the interest of Mrs. Elizabeth Zaborowski. The Washington school was chosen for the introduction of the program since the class composition met the exact requirement for experimentation. The 1965 class was chosen from headstart children who had the greatest English deficiency.

The program in Las Cruces was an innovative one in many respects. Mrs. Zaborowski had a large collection of stuffed toy animals which proved to be real stimulators for getting the children to speak.

Tape recorded lessons for the reading-listening table was a source of real fun and interest. During the first year, reading was postponed until after Christmas as the children were busy dramatizing lessons to be read and learning to speak English.

The second year, another new group was started. During the first two years, the program was planned around the Miami Linguistic Reading Program. The third year has been a transition period with the children moving from the linguistic readers to the Ginn series. The 1966 class had a limited use of English.

The 1967-1968 class were non-English speakers at the opening of the school in the fall.

The following are excerpts from the teachers' reports:

Through the three years of experimentation, the speech patterns of the children have changed greatly. Their intonation is good and many sound like English-speaking children. The sh-ch *and* z's *sounds still give some of the children trouble. Sentence structure is also a problem to some. It is common to hear a child say: "Will you tie me my belt?" rather than "Will you tie my belt for me?"*

Two of the teachers report that the children are enthusiastic, and one teacher reports that the children are tired of the program after three years.

All the teachers report that the children read with comprehension.

Mrs. Mary Bayless of Valley View School reports in her evaluation that no tests were given and no criteria for evaluation has been used; however, the children are enthusiastic about the program and the stories. Speech patterns have improved through better sequence and oral expression. She also states that children follow instructions better and are able to express themselves much more easily.

Mrs. Edna E. Jacobs of Washington School reports in highlights of the program that the intonation of the children is good, but they still have trouble distinguishing between *ch-sh* and *z's* sounds. They also have trouble remembering the proper order of longer sentences. This group had evidently been tested as Mrs. Edna Jacobs reported that their test scores on comprehension are similar to those of students in other classes; nevertheless, they appear to understand explanations of new subject matter quicker and with fewer visual aids.

Mrs. Elizabeth Zaborowski of Mesilla Park School reports that the children are no longer afraid to come to the reading table, since they had already heard and said all of the patterns that they would be asked to read.

Quoting Mrs. Zaborowski:

In fact, they come to the reading table with great enthusiasm. Because of the emphasis put on reading with expression and acting out the stories, the children began to extract more meaning from the stories they were reading. The children enjoy the Ginn books, but prefer the Miami series. They literally run to the reading table. They especially like to act out the stories.

Over a three-year period, the classes were visited by more than 400 individuals. On several occasions, university class groups came to observe.

"Reading Circle." Note bulletin Board, word skill, etc. "Circle" is kept small for individual attention as much as possible. Teacher — Adell Johnson

Navajo Elementary School

Navajo Elementary School has been in the Miami Linguistic Reading Program since it was introduced in New Mexico. Mrs. Gloria Carnal was one of the teachers in the original group which Mr. Henry Pascual chose for special instruction at Miami, Florida. Through the years, Navajo School has been an excellent demonstration center. It has also served as a workshop location.

The architectural design of Navajo Elementary School is unique. Many visitors come to see the building, since it has taken several prizes for architectural design. Once the visitors see the building, their interest then shifts to the ungraded program and the Miami Linguistic Reading Program which has been so successful with the Indian children.

Mr. Milton J. Miller, Principal of Navajo Elementary School, has been very insistent that the parents of the Navajo children should be kept informed concerning this new venture in teaching reading. The good parent-teacher relationship helped greatly in the program.

The teachers and principal of Navajo have attended most of the statewide workshops, and they gave excellent demonstrations of the Miami Linguistic Reading Program when they hosted the statewide workshop at Navajo in the fall of 1967.

Paulina Watchman, a Navajo and an excellent teacher, teaches other Navajos to read using the Miami Linguistic Readers

The California Achievement Tests in reading vocabulary, comprehension, spelling, and mechanics of English were used to test the children at Navajo. The tests revealed a pronounced improvement in all language arts scores where the Miami Linguistic Readers were used.

Comments by Mr. Milton J. Miller, Principal

Children react to the Miami Linguistic Readers in a very positive manner.

As an administrator, I like the Miami Linguistic Reading Program because we do not see the middle class children dressed accordingly — the culture pattern of the middle class children is forgotten in the series.

I believe that the "culture free" style of the Miami Linguistic Readers has given our children a better command of the speech patterns. I know that comprehension is higher on the whole than test results indicate. The children appear, as a whole, very relaxed in the classroom. This, I believe, can be contributed to many factors.

Navajo Elementary School has had over 500 people visit the school in the last three years. Of course, most of these people were there to observe the physical plant and the "flow system." All the people have had positive comments regarding the two items mentioned.

Comments by Adell Johnson, project teacher

I think the Miami Linguistic Reading Program is very good. I have used it for three years.

The children are interested in the stories. I think one reason for this is because the stories are written about things they know.

I have found that the program is a big help in teaching English to non-English-speaking children.

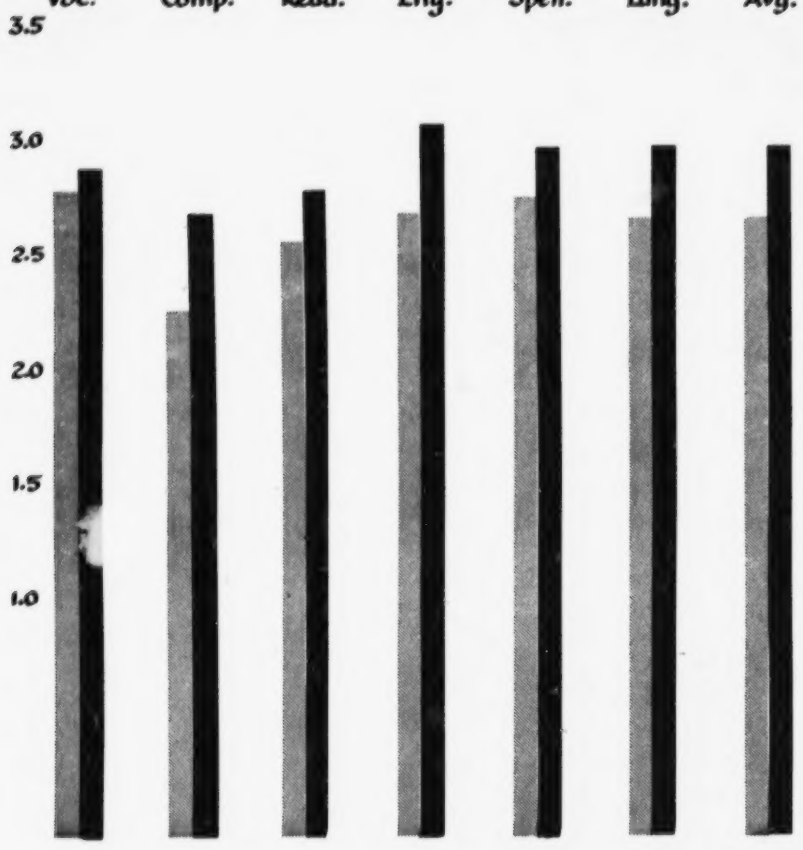
I do a great deal of work with the vowel-consonant patterns. We make lists of words and then use the words in sentences.

The children like to draw pictures of the characters. They also like to make them out of clay.

The program can be used to stress speaking, writing, and work.

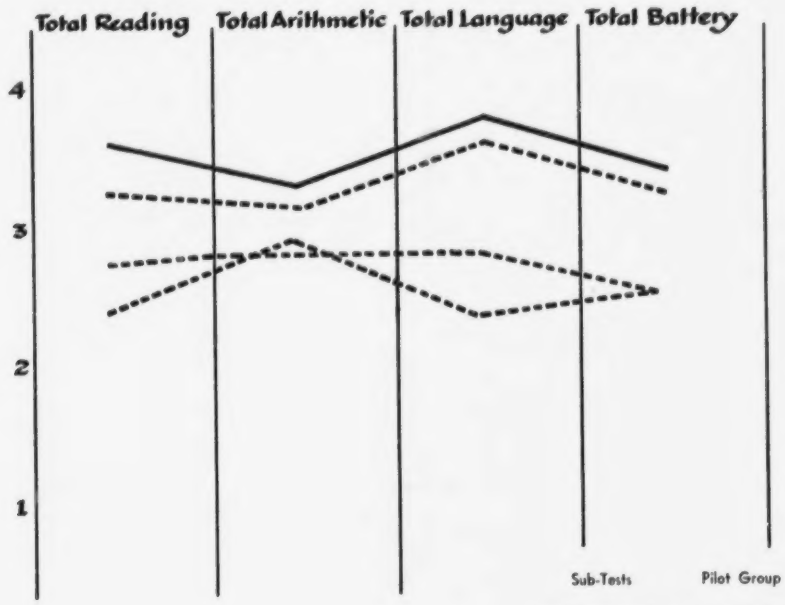
Navajo Indian children in "reading circle" at Navajo Elementary School. Note children using typewriter to write an original story

West Las Vegas Second Grade
CAT Test Results
MAY 1966



Miami Linguistics Program (29 students)
Regular Reading Program (96 students)

CALIFORNIA ACHIEVEMENT TEST
September 20, 1966



Sub-Tests	Pilot Group	Composite Non-Pilot Groups	±
Total Reading	3.5	3.1	+ .4
Total Arithmetic	3.2	2.9	+ .3
Total Language	3.8	2.9	+ .9
Total Battery	3.4	2:8	+ .6

Pilot Group N 32 (———) used Miami Lingunstic Program
Non-Pilot Groups N 65 (·····)